Excellence Boost

# NAVIGATING THE EVOLVING LANDSCAPE OF EDUCATION FROM GLOBAL TRENDS TO 21ST CENTURY EXCELLENCE

GUIDELINES

*Guidelines for Schools / Training Organisations*
***on Global Changes, Innovation***
***and Adoption of Excellence***

**This publication was created as part of the "Excellence BOOST - Excellence skill boost for VET teachers, trainers and managers" project.**

Project number: 101092481

WWW.EXCELLENCEBOOST.COM

## AUTHORS:

**Markéta Rusnáková,**
Catholic University in Ružomberok, Slovakia

**Vanda Novoksonova,**
Eurofortis IT, Latvia

**Adéla Vitkovska,**
Eurofortis IT, Latvia

**Branislav Kluska,**
Catholic University in Ružomberok, Slovakia

**Daniel Markovič,**
Catholic University in Ružomberok, Slovakia

**Jana Kamanová,**
Catholic University in Ružomberok, Slovakia

## REVIEWERS:

**Agata Katkonienė,**
Mykolas Romeris University, Lithuania

**Irena Žemaitaitytė,**
Mykolas Romeris University, Lithuania



**Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.**

**ISBN 978-609-488-094-0** • Online version

**ISBN 978-609-488-095-7** • Print version

# TABLE OF CONTENTS

# INTRODUCTION

The modern education landscape is undergoing profound change, **driven by the forces of globalisation** and the rapidly changing demands of the 21st century. As a result of the increasingly interconnected and knowledge-based nature of the global economy, **traditional models of education are being challenged** to meet the evolving needs of students and the changing demands of the global workforce and society.

The future of education is being shaped by the rise of Education 5.0. Personalised learning, the development of 21st century skills and the use of modern technology are integrated in this modern educational approach. It empowers students, encourages creativity and prepares them for the **challenges of the digital age.**

This **student-centred learning environment** encourages student collaboration and the development of interpersonal skills, which are essential for future employment. It is clear that **traditional curricula and teaching methods are no longer sufficient** to meet the challenges of the 21st century. Educators must adapt their approaches to equip students with the skills and mindsets necessary to navigate the complexities of the modern age, where agility, creativity and critical thinking are essential. This shift in educational priorities requires a complete rethink of the purpose and function of academic institutions. We need to move beyond the mere transmission of knowledge to a more holistic and student-centred model that fosters the development of essential skills for the modern world.

> " THE FUTURE OF EDUCATION IS BEING SHAPED BY THE RISE OF EDUCATION 5.0 "

**3** **main aspects the transition to a modern educational organisation involves:**

- **The organisation and its culture**
- **The teachers and other educators**
- **The methodology of the learning process that meets the needs of the 21st century**

# THE CONCEPT OF AN 'EXCELLENCE CULTURE'

## *in 21st-century educational organisations*

The notion of a 'culture of excellence' provides **a comprehensive framework for organisations to assess and continuously improve their overall performance,** with a strong focus on key areas such as leadership, strategy, people management and resource use.

One of the most widely recognised and adopted excellence models in **the education sector is the European Foundation for Quality Management Excellence Model,** which has been implemented by many educational institutions worldwide.

The implementation of these Excellence Models in educational organisations has resulted in **numerous tangible benefits**, including improved operational efficiency, increased **stakeholder satisfaction** (both internal and external) **and increased organisational competitiveness** within the educational landscape. Through a comprehensive self-assessment process, **educational institutions can identify their key strengths and areas for improvement**, and then prioritise their improvement efforts to achieve sustainable excellence and continuous growth.

The influence of the 'culture of excellence' is pervasive, **extending beyond the classroom to shape the whole school environment and the experience of all stakeholders.** This culture of excellence is **not just about achieving high educational standards;** it is a comprehensive approach to fostering an environment that supports the intellectual, personal and professional growth of both students and the educational organisation.

> " CULTURE OF EXCELLENCE IS NOT JUST ABOUT ACHIEVING HIGH EDUCATIONAL STANDARDS "

At the heart of this culture of excellence is **a focus on fostering a school environment that promotes and celebrates excellence in all aspects** of the educational experience. This includes not only academic excellence, but also **excellence in teaching, leadership, community engagement** and co-curricular activities. By establishing clear standards of excellence and providing the necessary support and resources, educational institutions can create **a thriving ecosystem where both students and teachers are empowered to reach their full potential.**

## In an educational setting, this could include:

1

**Cultivating robust and visionary leadership** is essential to setting clear goals and inspiring the whole school community to strive for excellence.

2

**Investing in the professional development and well-being** of teachers and staff to enable them to serve as effective role models and facilitators of learning.

3

**The establishment of collaborative partnerships with external stakeholders,** including industry, research institutions and the local community, is a key objective.

These partnerships will aim to create synergies and widen learning opportunities for students.

*Learning Organisations:*

# FOSTERING CONTINUOUS IMPROVEMENT AND ADAPTATION

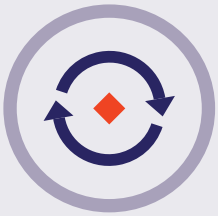
The concept of a learning organisation is concerned with the **idea of creating an environment in which individuals are encouraged to engage in continuous learning and development.** The capacity for continuous improvement and adaptation is a defining characteristic of a learning organisation. Such an organisation is characterised by its **ability to acquire, share and apply knowledge** in ways that **improve its performance** and enable it to respond effectively to changing circumstances.

This approach involves cultivating a culture of **inquiry, experimentation and a willingness to learn from both successes and failures.** Learning organisations proactively seek out **new knowledge and information** from both internal and external sources and then disseminate this knowledge throughout the organisation to stimulate innovation and continuous improvement.

One of the defining characteristics of a learning organisation is its **commitment to systems thinking,** which involves understanding the interconnectedness of different organisational elements and their collective impact. This holistic approach enables organisations to **identify patterns, anticipate potential difficulties and implement more effective solutions.**

In addition, a learning organisation must demonstrate **a commitment to individual and team learning.** By investing in the professional development of its people and creating an environment that encourages continuous learning, organisations can **tap into the collective intelligence and creativity of their workforce.**

## A number of key strategies can be used to achieve the implementation of a learning organisation, including



1. **Fostering a culture of continuous learning and knowledge sharing is essential.** It is recommended that employees are encouraged to proactively seek out new information, share their experiences and engage in open dialogue. This can be achieved by introducing regular team meetings, cross-functional collaboration and dedicated knowledge sharing platforms.

2. **The process of empowering employees and promoting a growth mindset.** It is recommended that employees are given opportunities to take on challenging projects, experiment with new ideas and learn from their mistakes. It is important to recognise and celebrate both successes and the lessons learned from failures.

3. **Implementing effective knowledge management systems is a crucial step in the process of organisational development.** It is essential to develop robust processes and technologies to facilitate the capture, organisation and dissemination of knowledge throughout the organisation. This may involve the establishment of central repositories, the implementation of collaborative tools and the formulation of knowledge sharing protocols.

4. **Promoting a systems thinking approach.** It is important to promote a holistic understanding of the way in which different organisational elements are interrelated and influence each other. Such an approach can facilitate more informed decision making, the anticipation of potential challenges and the implementation of more effective solutions.

5. **Invest in staff development and training.** It is recommended that resources be allocated to the ongoing professional development of the workforce, which may include workshops, seminars and mentoring programmes, with the aim of enhancing the skills and competencies of the workforce.

By adopting these strategies, organisations can transform themselves into learning organisations, fostering a culture of continuous improvement, adaptability and sustainable competitive advantage.

*Creating of*

# A SMART LEARNING ORGANISATION

Sustainable and continuous growth in educational organisations can be achieved by **adhering to the principles of excellence**, which need to be embraced and developed by all members of the organisation.

These principles should be integrated into the culture of the organisation, together with the capacity to develop and sustain a learning organisation.

The integration of two key elements, organisational excellence and transformation into a learning organisation, enables educational institutions **to achieve and sustain excellence,** thereby facilitating the transformation into a **SMART Learning Organisation.** A SMART Learning Organisation cultivates a culture of excellence in which individuals are **engaged, satisfied and committed to the long-term viability of the organisation.** Achieving this status requires all members of the organisation to take on new roles that enable them to actively contribute to the organisation's growth and success. In return, they are supported and encouraged **to become the best versions of themselves,** to continually evolve and embrace change.

Organisations that strive for excellence often seek tools and resources to help them achieve and maintain this standard. KNOWLO® is such a system, **providing resources and guidance to facilitate the achievement and maintenance** of the SMART Learning Organisation or Individual designation. The KNOWLO® system was developed **as part of the Erasmus+ project "Promoting a Culture of Knowledge Sharing in Learning Organisations".** It provides a set of tools, including the **KNOWLO® Framework,** the **KNOWLO® Self-Assessment Platform** and the **KNOWLO® 7 Steps of Transformation methodology.**

**THESE ARE AVAILABLE @ KNOWLOFRAMEWORK.COM**

## The KNOWLO® Framework

The KNOWLO® Framework provides **invaluable insight into the characteristics of a SMART Learning organisation or individual.** It outlines seven key criteria relating to strategy, communication, digital transformation and other key areas. Organisations and individuals can use these criteria to self-assess, benchmark their progress and learn from the experiences of others through the KNOWLO® platform.

**https://knowlo.eu**


PICTURE 1: KNOWLO FRAMEWORK.

# *The evolving landscape of education:* FROM 4.0 TO 5.0

While discussions about Education 4.0 were still ongoing, the emergence of **Education 5.0 has rapidly redefined the landscape of teaching and learning.** The emphasis on using Industry 4.0 technologies, such as AI, the Internet of Things and machine learning, to optimise the delivery of education and facilitate the acquisition of knowledge has provided a foundation upon which the next phase of development can be built. However, **Education 5.0 takes a more holistic approach,** integrating not only technological advances but also **emphasising the social and emotional aspects of learning,** with the aim of promoting greater **environmental sustainability and individual well-being.**

The **gradual progression from Education 1.0 to 5.0** has been a long and complex process, with **each stage building on the previous one and incorporating new methods and tools.** Education 5.0 is **the culmination of this evolution**, driven by the changing needs of the workforce and society, as well as rapid advances in technology.

Another key difference between Education 4.0 and 5.0 is the **emphasis on the human element in the learning process.** While Education 4.0 prioritised speed, accuracy and the acquisition of knowledge through technology, **Education 5.0 recognises the importance of social and emotional learning.** Incorporating these elements is expected to foster a deeper understanding of the interconnectivity between individuals, communities and the environment, ultimately **leading to more sustainable and equitable educational outcomes.**

The transition from Education 4.0 to Education 5.0 is a **natural progression**, driven by the growing recognition that education must adapt to the changing needs of the workforce and society. The fundamental principle of Education 5.0 is to achieve a **harmonious balance between technological integration and the cultivation of essential human skills,** including empathy, critical thinking and creativity. This transition aims to create a more complete educational experience that **prepares students not only for the demands of the labour market,** but also for the broader challenges of life in the 21st century.

**EDUCATION 1.0**

- Rote learning
- Classroom teaching
- One-size-fits-all
- Lack of technology
- Passive learning

**EDUCATION 2.0**

- Limited use of technology in the classroom
- Active learning and limited collaborative learning
- Engaging learning activities
- Blended learning
- Encourage creativity thrrough technology

**EDUCATION 3.0**

- Full integration of technology
- Stronger emphasis of active and collaborative learning
- Flipped classroom approach
- Student-centred learning
- Proactive learning

**EDUCATION 4.0**

- Technology as a core of education
- AI-based learning
- Limited support for personal learning
- Immersive experience for student
- Distant learning through Internet of things

**EDUCATION 5.0**

- Focus on personalized learning
- Collaborrative learning
- Adaptive learning
- Technology as its core
- Analytical learning
- Privacy of students and teachers
- Low latency applications

# EDUCATION 5.0

## *and Emphasis on Personal learning*

The overarching principle of Education 5.0 is the **creation of a learner-centred environment** that harnesses the potential of modern technologies and pedagogical approaches. This paradigm shift is particularly relevant in the post-pandemic era, where society has undergone a profound digital transformation that has impacted many areas, including education and learning.

**To achieve Education 5.0 and transform an organisation into one** that embraces this new educational paradigm, a number of key considerations and strategies need to be addressed. It is paramount that organisations cultivate a culture of innovation and adaptability. This means **being open to exploring and implementing new technologies,** teaching methods and learning approaches that meet the unique needs and preferences of today's students.

Secondly, organisations should **invest in the professional development of their teaching staff** to ensure that they have the necessary skills and knowledge to effectively integrate digital technologies into their teaching practice. This may **involve implementing comprehensive training programmes,** providing access to the latest educational resources and facilitating opportunities for continuous learning.

Organisations also need to **prioritise the personalisation of the learning experience.** The use of adaptive learning platforms using artificial intelligence can prove invaluable in tailoring curricula to the specific needs of individual students, taking into account their particular strengths, weaknesses, learning styles and preferences. By using these sophisticated technologies, organisations can create a **more personalised and tailored educational experience** for each student, **resulting in greater engagement, motivation and improved learning outcomes.**

The goal of Education 5.0 is to create **a flexible and adaptive learning ecosystem** that responds to the individual needs of each student. The strategic **use of online collaboration tools, virtual classrooms and personalised learning platforms** enables educators to design learning experiences that are customised to meet the unique qualities and interests of each and every student. Such personalisation empowers students to take an active role in their educational journey, fostering a deeper sense of engagement and ownership.

However, the move towards personalised learning also presents **new challenges for educators.** It is incumbent upon educators to adapt their practices and pedagogical strategies to effectively guide students in this dynamic and constantly evolving learning environment. Teachers are increasingly expected to demonstrate skills in the use of digital technologies, data analysis and the development of personalised learning pathways.

# THE SIGNIFICANCE OF TEACHER EXCELLENCE

*in the 21st Century*

AT the core of the transformation of education is **the role of the teacher.** The emphasis is now on ensuring that teachers are equipped with the requisite skills and competencies to meet the evolving needs of their students. To be effective in the 21st century, **teachers need to possess a wide range of skills.** These include mastery of subject matter, the ability to facilitate collaborative learning, the ability to seamlessly integrate technology, and the ability to foster emotional intelligence and resilience in their students. Such teachers must not only have a deep understanding of their subject matter, but also the **pedagogical expertise to engage students and foster a dynamic learning environment.** They must also be able to **use digital technologies** to enrich the learning experience while encouraging the development of critical thinking, problem solving and creativity in their students. In addition, 21st century teachers should be **able to foster emotional intelligence and resilience in their students**, enabling them to navigate the complexities of the modern world.

One of the key challenges facing 21st century educators is the need to foster a wide range of competencies beyond content knowledge. Teachers need to know how to use digital technologies to create personalised and adaptive learning experiences that encourage the development of communication skills, creativity, collaboration or problem solving among their learners. Teachers must also demonstrate their **ability to integrate ethical considerations, social responsibility** and personal development into their pedagogical practice and to empower students with the ability to cope with the complexities of the global landscape.

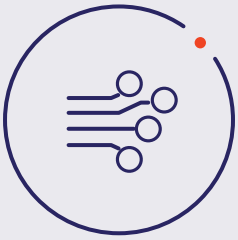
To support teachers in meeting these demands, **educational institutions must prioritise professional development programmes** that enable their teachers to continuously develop their skills and knowledge. By investing in their teaching staff, educational institutions can **ensure that an ethos of excellence is embedded in every aspect of the educational experience,** ultimately benefiting students and the entire school community.

The development of these competencies enables teachers to become more than mere content providers; they can become effective learning facilitators, guiding their students through the complexities of the 21st century landscape and empowering them to become lifelong learners and engaged, responsible citizens.

## Effective teachers in the 21st century need to have a wide range of competencies including:

**Subject matter expertise:**
Deep knowledge and understanding of the content they teach, and the ability to make it accessible and engaging for students.

**Pedagogical expertise:**
Proficiency in a variety of teaching methods and learning strategies, enabling them to meet the diverse needs and learning styles of their students.



**Technological expertise:**
The ability to seamlessly integrate technology into the learning process, using it as a tool to enhance student engagement, collaboration and critical thinking.

**Emotional intelligence:**
The ability to foster positive relationships with students, create a supportive and inclusive classroom environment, and promote the social-emotional development of their students.

In addition, these **educators must be able to serve as role models,** inspiring and empowering their students to **pursue excellence in all aspects of their lives.**

By fostering a culture of excellence within the school environment, educational leaders **can create an environment that facilitates the growth** of both students and teachers, thereby enhancing the overall educational experience and preparing students for the challenges of the 21st century.

Despite the challenges outlined above, the potential benefits of this educational revolution are considerable. By embracing the principles of Education 5.0 and fostering a culture of excellence, **academic institutions can empower their students to become the leaders, innovators and problem-solvers of the future,** equipped with the knowledge, skills and mindset to address the pressing issues of our time.

# TOP 5 AI TOOLS *for teachers*

## QUIZZES, LESSONS AND ASSESSMENTS AT **QUIZIZZ**

An educational platform that offers a variety of tools to make learning fun, engaging and interactive! As a teacher, you can create game quizzes and lessons, conduct formative assessments, organise live activities or assign them as homework, use detailed reports. You can host your activity live or assign it as homework for students to complete on their own schedule. Choose from multiple game modes including Live, Classic, Student Paced, Teacher Paced, Paper Mode, Mastery Peak, Test Mode and more (Maraza-Quispe, 2024).

## **COPILOT** IN MICROSOFT 365

Microsoft Copilot for Microsoft 365 is an AI-powered productivity tool that coordinates large language models (LLMs), content in Microsoft Graph, and the Microsoft 365 apps you use every day, such as Word, Excel, PowerPoint, Outlook, Teams, and more. This integration provides intelligent, real-time assistance, enabling users to be more creative, productive and skilled (Camillepack, n.d.).

## **QUILLBOT:** PARAPHRASE, SUMMARISE AND WRITE WITH ARTIFICIAL INTELLIGENCE

QuillBot offers several AI-based features, including paraphrasing, summarising, AI co-authoring, grammar checking and translation. The paraphrasing feature can add clarity and brevity to texts and help prevent plagiarism, with support for 23 languages. The Summariser feature can summarise long articles and research papers using artificial intelligence language processing. The AI co-writer feature can help overcome writer's block, generate new ideas and provide feedback on your writing (QuillBot, n. d.).

## CINEMATIC VISUALS AND COMPELLING STORIES IN **CANVA PRESENTATIONS**

Imagine presentations with cinematic visuals that engage your audience - no matter how or where you present. With features to collaborate smarter, create stunning data visualisations and present with confidence, Canva presentations bring your ideas to life. Canva presentation software has thousands of free presentation templates to help you bring your best work to life faster. You can also customise your presentations with thousands of free images, videos, graphics and more from our rich content library (Gouniai, 2023).

## TRUSTED TEXT FROM THE **PERPLEXITY CHATBOT**

Perplexity AI is an artificial intelligence search engine and chatbot that uses advanced technologies such as natural language processing (NLP) and machine learning to provide accurate and comprehensive answers to users' questions. It is designed to search the web in real time and provide up-to-date information on a wide range of topics. Perplexity AI is a powerful tool with an intuitive interface that can help users find information on a wide range of topics. Perplexity AI is transparent about the sources of its answers. This means that users can see where the information comes from, helping them to assess its accuracy and reliability. Perplexity AI provides citations to the sources of its answers. This allows users to verify the accuracy of the information and learn more about the topic (Entrustech, 2024).

*How to become*

# A LEARNER-CENTRED TEACHER OR EDUCATOR?

Learner-centred approach is an educational philosophy and pedagogical approach that **places the learner at the centre of education.**

In a learner-centred approach, **the focus is on the individual needs, interests and abilities of each learner,** rather than on the teacher or the content being taught.

A learner-centred approach emphasises **active engagement, critical thinking and problem solving**, enabling learners to **take responsibility for their own learning.** Teachers take on the role of facilitator and guide, providing students with support, feedback and resources to help them achieve their learning goals.

A learner-centred approach encourages **collaboration, inquiry-based learning and personalised teaching**, thereby fostering a positive and inclusive learning environment in which all students can flourish.

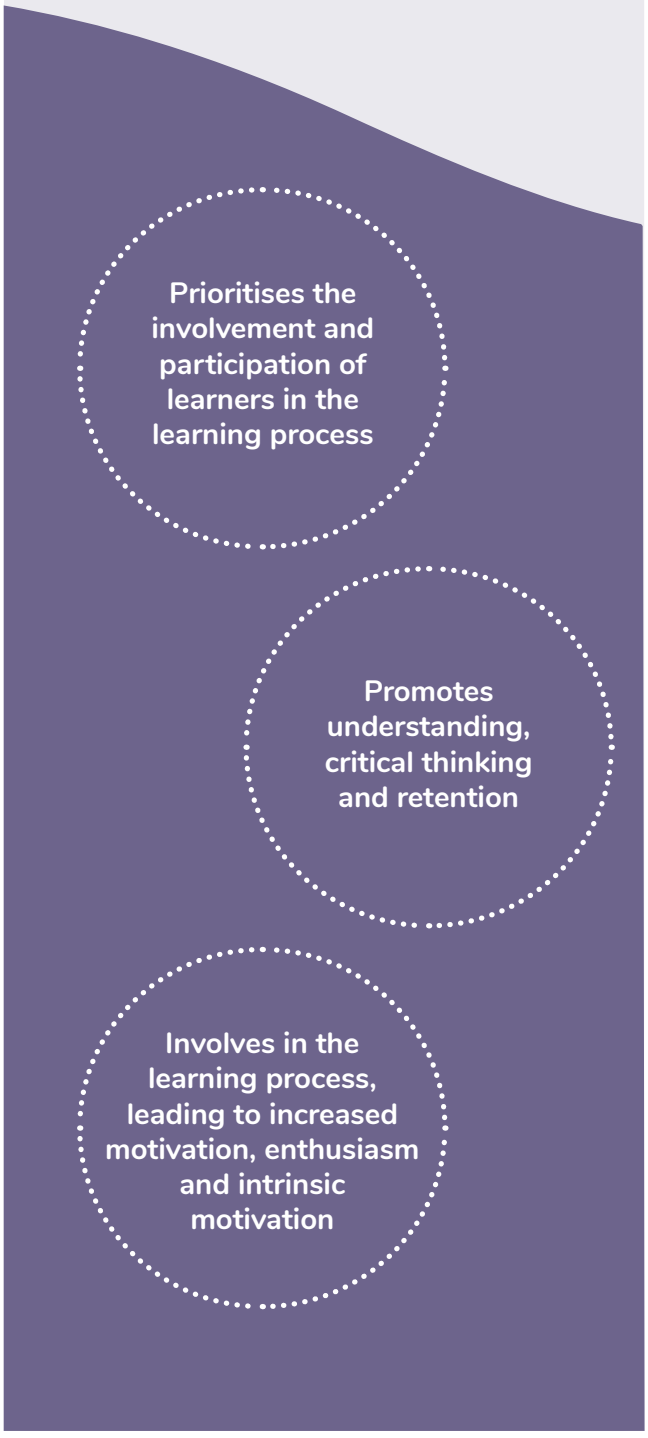
The learner-centred approach (LCA) emphasises the learner as the central point of the educational process.

**Prof. Gabrielová Lojová** formulated the **basic principles of LCA** (learner-centred approach), the application of which in the educational process leads the teacher to become a learner-centred teacher.

1. **Active learning;**
2. **Content (relevant, meaningful knowledge);**
3. **Consideration of cognitive and affective domains;**
4. **Access to students (acceptance, encouragement);**
5. **Positive classroom climate;**
6. **Role of the teacher;**
7. **Role of the learner.**

1

# ACTIVE LEARNING




**Active learning is a fundamental aspect of the learner-centred approach (LCA), which prioritises the involvement and participation of learners in the learning process.** Unlike traditional passive forms of teaching, active learning encourages students to take an active part in learning through hands-on activities, discussions, problem-solving tasks and collaborative projects. By engaging students in active learning, LCA creates a stimulating and interactive environment that promotes understanding, critical thinking and retention. Active learning is important in LCA because it allows students to create their own understanding of concepts, make connections between new information and prior knowledge, and apply learned knowledge to real-world situations. Through active engagement with the learning material, students are more actively involved in the learning process, leading to increased motivation, enthusiasm and intrinsic motivation.

In addition, active learning helps students to take responsibility for their learning, develop problem-solving skills and become independent learners who are able to adapt to new challenges and opportunities. In addition to improving students' academic performance, active learning also promotes a more inclusive and supportive learning environment in which all students have the opportunity to participate and contribute. By providing opportunities for students to engage with the learning material in a variety of ways, active learning accommodates different learning styles, preferences and abilities, allowing each student to learn in the way that is most meaningful and effective for them.

Overall, active learning is a cornerstone of student-centred approaches that promote student engagement, empowerment and success in and out of the classroom.

# 2

# CONTENT

## RELEVANT, MEANINGFUL KNOWLEDGE

**Traditional teaching:**

- focus on content
- matter of the content of subject
- folowing the content

**LCA:**

- gives new function to learning content
- provides relevant and meaningful knowledge

**In traditional teaching, the content of the subject matter (determined by the curriculum or lesson plans) is one of the most important elements, so teachers try to follow the prescribed content as closely as possible. In traditional teaching, teachers tend to focus too much on content.** Consciously or unconsciously, they give central importance to curriculum, syllabus, prescribed content and learning materials. They do not analyse them sufficiently from the learners' point of view, i.e. their relevance and meaningfulness and how they prepare them for real life. LCA is not learning without content, but it gives new functions to learning content. The content in LCA provides relevant and meaningful knowledge for the real needs of students. In student-centred teaching, the teacher uses methods and activities that reinforce learning outcomes and develop learning skills (so that students learn the content themselves).

It is very important that the student perceives the content of the curriculum as close to his life and his existential problem, therefore it is necessary to implement the adaptation and personalisation of the prescribed content.

3

# CONSIDERATION OF COGNITIVE AND AFFECTIVE DOMAINS

### Cognitive domains

- critical thinking
- problem solving
- knowledge acquisition

### Affective domains

- emotions
- attitudes
- values
- beliefs that influence learning and motivation

The consideration of affective domains in the classroom recognises the role of emotions in learning and helps to create a healthy and stimulating learning environment in which students feel secure, valued and motivated to learn.

**In a learner-centred approach (LCA), consideration of both cognitive and affective domains is essential to support the holistic development of learners and promote meaningful learning experiences.** While cognitive domains focus on intellectual processes such as critical thinking, problem solving and knowledge acquisition, affective domains include emotions, attitudes, values and beliefs that influence learning and motivation. By considering not only cognitive but also affective domains in the classroom, the teacher acknowledges the interconnectedness of thinking and feeling in the learning process, thereby providing a more comprehensive understanding of student learning and well-being. The consideration of affective domains in the classroom is important because it recognises the role of emotions in learning and helps to create a healthy and stimulating learning environment in which students feel secure, valued and motivated to learn. When learners feel emotionally connected to the learning process, they are more inclined to be active participants, to take risks and to persevere in the face of challenges. In addition, by promoting social-emotional skills, LCA helps students develop the social and emotional competencies needed to succeed in school, work and life. By addressing both cognitive and affective domains, LCA supports the holistic development of students and enables them to become lifelong learners who can reach their full potential.

# 4

# ACCESS TO LEARNERS

## ACCEPTANCE, ENCOURAGEMENT

### Acceptance

- Support
- Non-judgmental atmosphere
- Respect
- Safety
- Inclusive environment

### Encouragement

- Stimulates thinking
- Positive learning environment
- Constructive feedback
- Recognising achievements
- Motivate pupils to explore new ideas
- Overcome challenges
- Builds self-confidence

A learner-centred approach shifts the **focus from the traditional teacher-centred model to one that places the learner at the centre of the learning experience.** An important aspect of this approach is acceptance and support. Learner-centred teaching requires educators to recognise and embrace the diversity of students. Each individual brings a unique set of experiences, knowledge, skills and challenges to the learning environment.

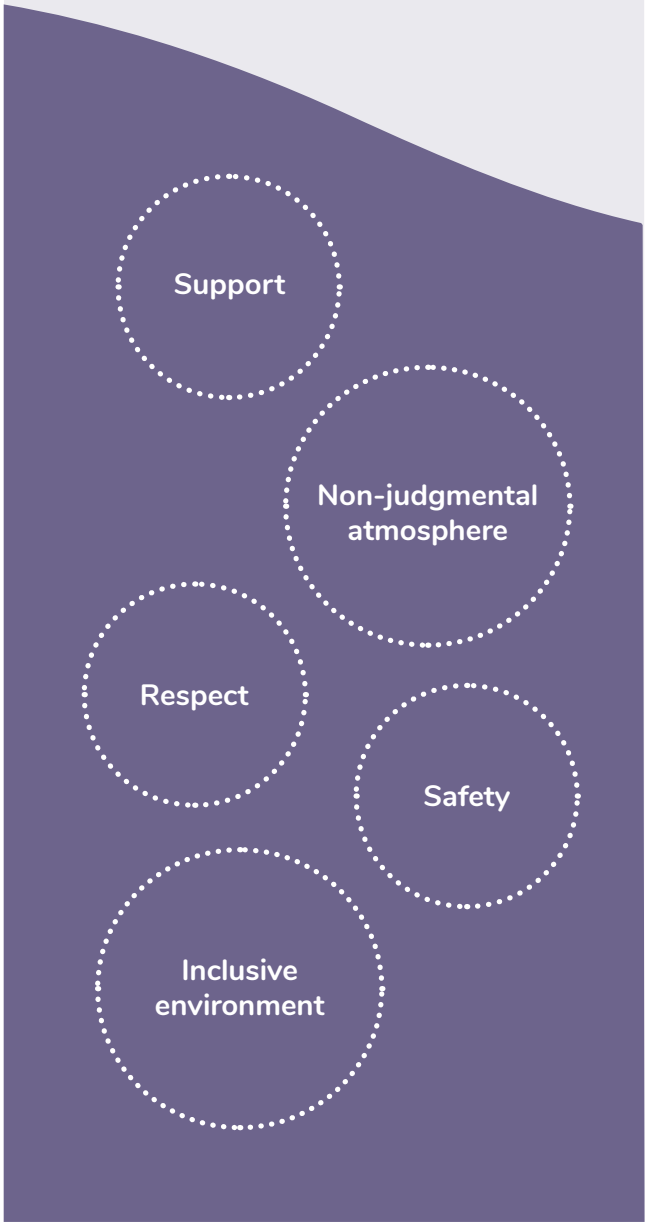
Acceptance involves creating a non-judgmental atmosphere where students feel valued and respected for who they are. This acceptance creates a safe and inclusive environment that encourages students to express themselves freely, ask questions and engage in discussion without fear of criticism or judgement.

Encouragement is a critical component of a learner-centred approach as it stimulates thinking and a positive learning environment. By giving constructive feedback, praising efforts and recognising achievements, teachers motivate pupils to explore new ideas and overcome challenges. Encouragement builds self-confidence, which is essential for students to take responsibility for their own learning. When students feel accepted and encouraged, they are more likely to be actively involved in the learning process, set their own goals and take responsibility for their learning outcomes. This independence not only increases internal motivation, but also prepares students for lifelong learning and independent problem solving.

Acceptance involves empathy and understanding of students' problems and backgrounds. By taking into account the personal context of students, educators can provide tailored support and adapt teaching strategies to meet their diverse needs.

# 5

# POSITIVE CLASSROOM CLIMATE




In the learner-centred approach (LCA), fostering a positive classroom atmosphere is paramount to creating an environment where **students feel supported, valued and motivated to actively engage in learning.** A positive learning atmosphere is characterised by **trust, respect, cooperation and inclusiveness,** where students feel s**afe to express their thoughts, ideas and concerns without fear of judgement or criticism.** By fostering a positive learning atmosphere, LCA creates an environment conducive to **meaningful learning experiences, social interactions and personal growth.**

A positive learning atmosphere is important at LCA because it **increases student engagement, motivation and well-being,** leading to **better learning outcomes and academic success.** When students are comfortable and supported in their learning environment, they are more likely to be active participants, take risks and explore new ideas. In addition, a positive learning atmosphere fosters **a sense of belonging and community among students, encouraging collaboration, empathy and mutual respect.** By prioritising the creation of a positive learning atmosphere, LCA fosters a culture of positivity, openness and inclusiveness that benefits both students and educators.

# 6

# THE ROLE OF THE TEACHER

In a learner-centred approach, the role of the teacher changes from being the primary source of information and authority **to being a facilitator, guide and supporter of the learning process.** The role of the teacher is fundamental in **creating an enabling environment for a learner-centred approach.** Here are some key aspects of the teacher's role in the learner-centred approach. The teacher acts as a facilitator, designing and structuring learning activities based on the needs, interests and abilities of the learners. Rather than simply delivering content, the teacher **creates opportunities for active learning, critical thinking and problem solving**. Teachers design learning activities that encourage engagement, curiosity and inquiry. They develop **tasks that allow pupils to explore topics in more depth and to connect new knowledge with their previous understanding.** Teachers also create opportunities for cooperative learning, helping students to work together and learn from the perspectives of others. Teachers **individualise instruction to meet students' different learning styles, strengths and challenges.** They **provide choices and options in assignments, assessments and projects,** allowing students to take responsibility for their own learning and to engage with topics that interest them. A teacher's role as a mentor involves **providing guidance, feedback and support to students.** They **offer help when students face problems**, helping them to develop problem-solving skills and resilience. Teachers **foster a positive relationship where pupils can ask for advice, share their concerns and discuss their goals.** In a learner-centred approach, teachers' assessment **focuses on understanding students' progress and growth**, rather than simply assessing end results. Teachers use **formative assessment techniques to gain insight into students' understanding** and to adapt teaching accordingly. **Constructive feedback** helps students to reflect on their work and identify areas for improvement. Teachers **foster a culture of curiosity by modelling enthusiasm for inquiry, learning and growth.** Their passion for knowledge and learning inspires students to develop a similar attitude and approach to education. A learner-centred teacher is **flexible and adaptable**, willing to adjust teaching strategies based on student feedback and evolving learning needs. **Regular reflection on teaching practice** helps teachers to refine their approach and continuously improve student engagement and outcomes. In summary, the role of the teacher in a learner-centred approach is **to facilitate, guide and empower students on their learning journey.** By creating a supportive, personalised and engaging environment, teachers enable students to become active participants in their education, encouraging critical thinking, independence and a love of learning.

# 7

# THE ROLE OF THE LEARNER

In a learner-centred approach, **learners play an active role in their education.** This approach emphasises the **responsibility, independence and involvement of students in the learning process.** Learners are no longer passive recipients of information, but active participants in their journey to knowledge. They **take the initiative, ask questions and seek out resources** to deepen their understanding of topics. Learners take responsibility for their learning **by setting goals, planning their learning strategies and managing their time effectively.** They identify their strengths, weaknesses and learning preferences and use this self-awareness to tailor their learning experience. Students' active involvement in and ownership of the learning process contribute to higher levels of motivation and engagement. They are more likely to be intrinsically motivated, driven by a genuine interest in learning rather than an extrinsic reward. Learners are encouraged to ask questions, explore ideas and think critically. They **develop a sense of curiosity and inquisitiveness** that drives them to explore topics and fuels their desire to learn more. Pupils are confronted with authentic problems and challenges that require them to apply critical thinking, creativity and problem-solving skills. They **learn to analyse situations, consider multiple perspectives and develop innovative solutions.** Students often work together in groups or pairs to share ideas, discuss concepts and solve problems. **Collaborative learning promotes mutual learning,** cooperation and communication skills. Choice and autonomy - Learners have the opportunity to decide what and how they learn. They can choose topics of interest, projects or assignments that match their passions and strengths. Learners actively **seek feedback from peers, teachers and self-assessment** to evaluate their performance. They **use feedback to improve their work**, set new goals and improve educational outcomes.

In a learner-centred approach, students have the **opportunity to take responsibility for their learning and to engage in critical thinking, problem solving, collaboration and self-evaluation.** Through active participation and personalisation of their learning experiences, students develop skills, attitudes and a sense of initiative that prepare them for success in a rapidly changing world.

Becoming an excellent teacher in a learner-centred approach is a **dynamic process that requires dedication, commitment and continuous improvement.** By focusing on these key steps, you can **strengthen your skills and excel in your teaching.**

*How can the educational institution*

# SUPPORT ITS OWN EDUCATORS?

AS mentioned above, for real success in education, it is essential that excellence is not only the goal of individual teachers, but **also supported by the educational institutions in which they work**, **namely SMART learning organisations.** This understanding formed the basis of the **Erasmus+ project "Upgrade with a Learner-centred approach - ULCA",** which resulted in the creation of a set of tools to help managers support their teachers.

Every manager of an educational organisation **should have clearly identified stages of professional development** for their teachers. Ideally, educational leaders provide teachers with a development framework and plan that fosters a supportive environment that enables personal growth and professional development. Recognising this need, the **ULCA project has developed the "ULCA Teacher Development Framework"** (http://ulca.pf.ku.sk/en/assessment/).

This is an additional tool that can be used by the administrator of an educational institution **to establish the institution as a 21st century SMART educational institution.**

Education is more than the simple transmission of knowledge. It involves cultivating the **skills and competencies necessary to excel in an constantly-changing world,** making this approach the best way to prepare for the demands of the future, while not forgetting the need for **each individual to live in harmony, combining personal and professional life.**

*A Guide to Cultivating*

# WELLBEING

**Finding balance** in the complex web of roles we play as educators, family members, friends and individuals is essential. **Wellbeing isn't just a trendy concept; it's the cornerstone of happiness and fulfilment.** It encompasses not only physical health, but also mental, emotional and spiritual vitality. **Every organisation should support the wellbeing of its employees.**

Teachers experience stress at work. When asked about stressors, teachers most often cite the burden of administrative tasks, excessive marking, being held accountable for student performance, and keeping up with changing regulatory requirements. **Work/life balance is also an important factor in measuring wellbeing** and can affect the attractiveness of the teaching profession.

Wellbeing isn't just a buzzword; **it's an essential part of people's overall happiness and fulfilment.** It encompasses physical, mental, emotional and even spiritual health, and it's something that should be actively nurtured in our lives.

The term "work-life balance" emphasises the **need to find harmony between work and personal life.** But an even richer concept is that of maintaining a healthy life balance, tailored to individual needs and aspirations.

## So, how can wellbeing be integrated into the daily lives of everyone?

Here are some practical steps to consider:

### 1. Priority setting:

Taking some time to reflect on what is really important to each person. Identifying life priorities, work priorities and project priorities. Thinking of these priorities as a compass to guide people when they feel stressed or overwhelmed. They help to focus on what really matters, even when time seems to be slipping away.

### 2. Practicing gratitude:

Taking a moment each day to acknowledge the things that a person has and the achievements that have been made so far. Cultivating a mindset of gratitude can have a profound effect on overall wellbeing, helping to find contentment and joy in the present moment.

### 3. Working with goals:

Setting meaningful goals and working towards them provides a sense of purpose and direction. Whether they're personal or professional goals, having something to strive for can give life a sense of meaning and fulfilment.

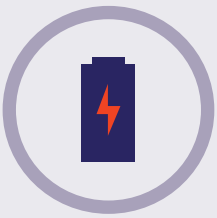
### 4. Nourishing network:

Consideration of the people in the person's environment. A person's inner circle - made up of friends, family and mentors - all influence a person's wellbeing. Seek out those who are uplifting and supportive, and distance yourself from relationships that drain energy or breed negativity. In addition, joining or forming a Balint group with peers provides a valuable opportunity for mutual support and shared insights. Working together in such groups can offer invaluable perspectives and promote personal growth.

### 5. Finding an accountability partner:

It helps to have someone to hold you accountable for achieving your goals. Whether it's a friend, family, or professional coach, having someone to check in with may be helpful in keeping person's motivated and in the right direction.

---



### 6. Charging the batteries:

Make caring for self a priority. Take time to rest, relax and recharge. Whether it's through hobbies, relaxation techniques or simply spending time in nature, finding activities that rejuvenate mind, body and spirit can be very supportive.

---

### 7. Tension release:

Finding healthy ways to release stress and tension from the body and mind. Whether it's through exercise, meditation or deep breathing techniques, it's important to find out what works for each person and to make it a regular part of their daily routine.

---

### 8. Embracing mindfulness:

Discover the benefits of mindfulness through the integration of its practices into daily life. Mindfulness has been shown to improve the ability to stay present in the moment, reduce stress and promote overall wellbeing. Whether mindfulness is cultivated through being fully present in everyday moments or through the practice of specific mindfulness techniques, it is a good idea to find ways in which this valuable practice can be incorporated into one's daily routine.

---


### 9. Being aware of the WHY:

Being mindful of the "why" - purpose, values and motivations in life. Understanding why a person behaves in a certain way can help them make more conscious choices and live a life aligned with their true desires and aspirations.

Incorporating these practices into people's daily lives can help to cultivate a greater sense of wellbeing and balance. Wellbeing is not a destination, it's a journey. It is best to take it one step at a time, not being afraid to prioritise health and happiness along the way.

# CONCLUSION

**In conclusion,** as the world grapples with the profound changes brought about by globalisation and the digital revolution, the **education sector is at the forefront of this transformation.** By embracing the principles of Education 5.0, cultivating a culture of excellence, and empowering teachers to meet the evolving needs of 21st century students, **the education sector can make a significant difference.**

**By investing in the professional development of teachers** and fostering a culture of excellence, educational institutions can empower their educators to become agents of change, driving innovation and equipping students with the knowledge and skills necessary to thrive in the global landscape.

In this context, **the concept of Education 5.0 has emerged as a comprehensive framework for reimagining the future of education.** This new paradigm emphasises the importance of **using digital technologies to remove barriers to learning**, **enrich learning methods and promote holistic well-being.** The fundamental principle of Education 5.0 is to **create a learner-centred environment** that enables students to thrive in the context of a dynamic and ever-evolving global environment.

Alongside the emergence of Education 5.0, the concept of a 'culture of excellence' has also gained considerable currency in the field of education. This culture of excellence is **not just about achieving high academic standards**; it is a comprehensive approach to fostering an environment that **supports the intellectual, personal and professional growth** of both students and the organisations that educate them.

> " CULTURE OF EXCELLENCE IS NOT JUST ABOUT ACHIEVING HIGH ACADEMIC STANDARTS; IT IS A COMPREHENSIVE APPROACH TO FOSTERING AN ENVIRONMENT THAT SUUPPORTS THE GROWTH:"

The impact of this culture of excellence **is not limited to the classroom**; it also **influences the whole school environment** and the experience of all stakeholders. As educational institutions strive to foster a culture of excellence, they must also **address the evolving needs of teachers,** who are increasingly required to adapt their practices to meet the demands of the 21st century.

To meet these challenges, it is imperative that educational institutions prioritise the **professional development of their teaching staff,** equipping them with the **necessary skills and knowledge** to effectively lead their students in this rapidly changing world.

# REFERENCES


Aditya, B R., Ferdiana, R., & Kusumawardani, S S. (2021, January 1). Categories for Barriers to Digital Transformation in Higher Education: An Analysis Based on Literature. International Journal of Information and Education Technology, 11(12), 658-664. https://doi.org/10.18178/ijiet.2021.11.12.1578

Ahmad, S., Umirzakova, S., Mujtaba, G., Amin, M., & Whangbo, T K. (2023, January 1). Education 5.0: Requirements, Enabling Technologies, and Future Directions. Cornell University. https://doi.org/10.48550/arxiv.2307.15846

Anggraeni, P., Sunendar, D., Maftuh, B., Sopandi, W., & Puspita, R D. (2022, January 1). Why 6 Cs? The Urgency of Learning at Elementary School. https://doi.org/10.2991/assehr.k.220303.008

Antoniou, A., & Gioumouki, M. (2018, May 26). Leadership and School Culture of Mainstream and Special Primary Schools. , 8(5). https://doi.org/10.6007/ijarbss/v8-i5/4113

Burbules, N C., Fan, G., & Repp, P. (2020, June 1). Five trends of education and technology in a sustainable future. Elsevier BV, 1(2), 93-97. https://doi.org/10.1016/j.geosus.2020.05.001

Butler-Henderson, K., & Crawford, J. (2020, May 11). Digitally empowered students through teacher leadership: The role of authentic leadership. Canadian Philosophy of Education Society, 3(Special Issue). https://doi.org/10.37074/jalt.2020.3.s1.6

Camillepack. (n.d.). Microsoft Copilot for Microsoft 365 Overview. Microsoft Learn. https://learn.microsoft.com/en-us/copilot/microsoft-365/microsoft-365-copilot-overview

Choudhary, F R., Ahmed, S Z., Sultan, S., & Khushnood, S. (2021, March 31). Comparative study of 21st Century Skills of Science Teachers and Students of Formal and Non-Formal Educational Institutes. , 4(1), 231-241. https://doi.org/10.47067/real.v4i1.131

Dede, C. (2010, January 1). Technological Supports for Acquiring Twenty-First-Century Skills. Elsevier BV, 158-166. https://doi.org/10.1016/b978-0-08-044894-7.00739-9

Entrustech. (2024, January 3). Perplexity AI: What you need to know and how to use it. Medium. https://medium.com/@entrustech/perplexity-ai-what-you-need-to-know-and-how-to-use-it-82ee6ce1fbd

Enwefa, S., & Enwefa, R. (2016, December 1). Redefining the Future of Higher Education in the 21st Century: Educating and Preparing For Today and Tomorrow. , 2(2). https://doi.org/10.20533/ijibs.2046.3626.2016.0015

Gouniai, M. (2023). Take presentations to the next level in CANVA. https://www.canva.com/newsroom/news/canva-visual-presentations

Great Teaching and Learning: Creating School Culture. (2023, February 6). https://www.nea.org/resource-library/great-teaching-and-learning-creating-school-culture

Hashim, M A M., Tlemsani, I., & Matthews, R. (2021, September 14). Higher education strategy in digital transformation. Springer Science+Business Media, 27(3), 3171-3195. https://doi.org/10.1007/s10639-021-10739-1

Islam, M A., Said, S M., Umarlebbe, J H., Sobhani, F A., & Afrin, S. (2022, October 14). Conceptualization of head-heart-hands model for developing an effective 21st century teacher. Frontiers Media, 13. https://doi.org/10.3389/fpsyg.2022.968723

Jiménez, E G. (2016, July 1). Concepto de excelencia en enseñanza superior universitaria. Elsevier BV, 17(3), 83-87. https://doi.org/10.1016/j.edumed.2016.06.003

Julaihi, N H., & Hamdan, A R. (2020, January 23). Malaysian Secondary School Teachers' Readiness in Implementing 21st Century Learning (PAK21). Destech Publications. https://doi.org/10.12783/dtssehs/icedde2019/33705

Kay, K. (2009, May 1). Middle Schools Preparing Young People for 21st Century Life and Work. Taylor & Francis, 40(5), 41-45. https://doi.org/10.1080/00940771.2009.11461691

KNOWLO framework (2021-2023). Erasmus+ project Promoting Knowledge-Sharing Culture in Learning Organisations, 2021-1-LV01-KA220-VET-000029991KNOWLO. http://knowloframework.com/ knowlo-platform/params/post/4454666/

Laurett, R., & Mendes, L. (2019, February 4). EFQM model's application in the context of higher education. Emerald Publishing Limited, 36(2), 257-285. https://doi.org/10.1108/ijqrm-12-2017-0282

Lojová, G. (2011). Teach languages more effectively: insights into learners'minds. Saarbrücken: Verlag Dr. Müller, 99 p.

Lojová, G. (2017). Application of selected principles of the learner centred approach to English grammar teaching In: XLinguae. - Roč. 10, č. 4 (2017), pp. 278-286. , ISSN 1337-8384

Lojová, G. (2019). Učme cudzí jazyk efektívnejšie: prístup zameraný na žiaka. Bratislava: Univerzita Komenského v Bratislave, 244 p.

MacNeil, A., Prater, D L., & Busch, S. (2009, January 1). The effects of school culture and climate on student achievement. Taylor & Francis, 12(1), 73-84. https://doi.org/10.1080/13603120701576241

Mamaeva, D V., Shabaltina, L V., Petrenko, Y., & Borovsky, S S. (2020, November 1). Digital transformation of higher educational system. IOP Publishing, 1691(1), 012081-012081. https://doi.org/10.1088/1742-6596/1691/1/012081

Maraza-Quispe, B. (2024). Impact of the Use of Gamified Online Tools: A Study with Kahoot and Quizizz in the Educational Context. International Journal of Information and Education Technology, 14(1), 132–140. https://doi.org/10.18178/ijiet.2024.14.1.2033

Marks, A., AL-Ali, M., Atassi, R., Elkishk, A A., & Rezgui, Y. (2021, January 1). Digital Transformation in Higher Education: Maturity and Challenges Post COVID-19. Springer Nature, 53-70. https://doi.org/10.1007/978-3-030-68285-9_6

Martín, R L. (2020, July 21). Reflexiones Educativas para el posCovid-19. Recordando el Futuro. Autonomous University of Madrid, 9(3), 127-140. https://doi.org/10.15366/riejs2020.9.3.007

Martínez, M., & McGrath, D. (2014, September 1). Technology alone won't transform teacher to facilitator. SAGE Publishing, 96(1), 41-45. https://doi.org/10.1177/0031721714547861

Mon, F M E., Llopis-Nebot, M Á., & Segura, J A. (2020, November 1). Digital Teaching Competence of University Teachers: A Systematic Review of the Literature. Institute of Electrical and Electronics Engineers, 15(4), 399-406. https://doi.org/10.1109/rita.2020.3033225

Paidi, P., Antony, M K., Subali, B., & Pradana, S P. (2020, January 1). Biology Teacher's TPACK Profile in Central Java: Description of TPACK Mastery Based on Teaching Experience. https://doi.org/10.2991/assehr.k.200204.006

QuillBot - AI Paraphrasing tool, AI Grammar and Writing Tool. (n.d.). https://gpt4o.so/blog-quillbot-ai-paraphrasing-tool-online-paraphrasing-tool-quillbot-ai-grammar-and-writing-tool-49483

Ruben, B D., & Gigliotti, R A. (2019, April 9). The excellence in higher education mod-

el: A Baldrige-based tool for organisational assessment and improvement for colleges and universities. Wiley, 38(4), 26-37. https://doi.org/10.1002/joe.21932

Sá, M J., & Serpa, S. (2020, October 15). The COVID-19 Pandemic as an Opportunity to Foster the Sustainable Development of Teaching in Higher Education. Multidisciplinary Digital Publishing Institute, 12(20), 8525-8525. https://doi.org/10.3390/su12208525

Santos, R., & Abreu, A. (2019, January 1). EFQM model implementation in a Portuguese Higher Education Institution. De Gruyter, 9(1), 99-108. https://doi.org/10.1515/eng-2019-0012

Schools of the Future. (2023, January 9). http://www3.weforum.org/docs/WEF_Schools_of_the_Future_Report_2019.pdf

ŞENOL, H. (2020, March 18). Professional Development of Educational Leaders. IntechOpen. https://doi.org/10.5772/intechopen.89260

Srivastava, M. (2023, September 10). The Evolution of Education: Navigating 21st-Century Challenges. , 5(5). https://doi.org/10.36948/ijfmr.2023.v05i05.6314

Subur., & Hidayati, I W. (2020, January 1). Achievement Culture in National Examination at Junior High School. https://doi.org/10.2991/assehr.k.200529.028

ULCA Framework (2020-2022), Erasmus+ project KA 203 Upgrade with learner – Centred Approach ULCA, no. 2020-1-SK01-KA203-078306. http://ulca.pf.ku.sk/en/ intellectual-outputs/lca-teacher-development-framework-and-self-assessment/

Wati, M. (2017, January 1). Being a Role Model to Motivate Students. https://doi.org/10.2991/yicemap-17.2017.20

Zafar, S., Chaubey, D S., & ., Y A. (2019, February 15). A Framework to Achieve Quality and Excellence in Higher Education: A Literature Review. , 9(1), 141-152. https://doi.org/10.31033/ijemr.9.1.13

Excellence Boost

# NAVIGATING THE EVOLVING LANDSCAPE OF EDUCATION
# FROM GLOBAL TRENDS TO 21ST CENTURY EXCELLENCE

*Guidelines for Schools / Training Organisations on Global Changes, Innovation and Adoption of Excellence*

ISBN 978-609-488-095-7 • Print version
ISBN 978-609-488-094-0 • Online version

YELI – A BETTER COMMUNITY FOR ALL
ACSS RAQUEL LOMBARDI
Deloris Mundo
eurofortis
TAYCO
UNIVERSITAS CATHOLICA RUŽOMBEROK
EURORESO – The network of great opportunities
Ready4Life – Digital & Socio-Economic Transformation In the 4th Industrial Revolution